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ABSTRACT

This document reports on a regional workshop designed to examine ways that relevancy in participant training can be enhanced in the Consortium for International Development and related institutions, and to develop campus-oriented strategies to implement these methods. Papers, discussions, and work group reports are arranged under the following topics: the importance of training; understanding relevancy from the perspectives of key actors in the training process; program and service considerations in enhancing relevancy in training; developing plans to further enhance relevancy training on individual campuses; and accomplishments. Papers presented include: "Consortium for International Development Perspective" (James Collom); "Historically Black University and College Perspective" (Sammy Comer); "Who Are the Key Actors in Participant Training?" (Paul Huntsberger); "A Non-University Perspective" (Richard Affleck); "A Faculty Member's Perspective" (Jo Ellen Force); "Student Perspectives" (Jean Dakono et al.); and the keynote address by Don Dwyer. Appendices include a list of invited participants, the workshop schedule, the final evaluation questionnaire and responses, an institutional self-assessment survey, a 29-item bibliography and materials list, and a glossary of acronyms. (DB)

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Western Regional Workshop on Relevancy in Participant Training

Proceedings

HE 020 054

Western Regional Workshop on Relevancy in Participant Training

Proceedings

February 28–March 1, 1988
Las Cruces, New Mexico

The Consortium for International Development

The International Science and Education Council
Training Committee

The Center for International Programs
New Mexico State University

The International Food and Agricultural Development Office
Tennessee State University

The **Western Regional Workshop on Relevancy in Participant Training** held in Las Cruces, New Mexico, February 28–March 1, 1988 was a follow-up to the International Science and Education Council/ Board of International Food and Agricultural Development **Working Seminar on International Education and Training: A Focus on Relevancy and Support Services** held April 23–24, 1986.

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Assistant Director
Center for International Programs
Box 30001, Department 3567
New Mexico State University
Las Cruces, NM 88003-3567

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Introductory Comments

Workshop Purpose, Goals, Objectives, and Audience

Purpose

To respond to the 1986 ISEC/BIFAD Working Seminar on Education and Training recommendation that consortia "conduct workshops with administrators and faculty to promote and share information about hands-on experience, materials, and approaches to relevancy that have been successful."

Goals

To examine ways relevancy in participant training can be enhanced in Consortium for International Development and related institutions, and to develop campus oriented strategies with faculty and staff on each campus to implement these methods.

Objectives

(1) To examine what relevancy in participant training means from the perspective of donor agencies, host countries, contractors, training institutions, and participants;
(2) To understand the importance of enhancing relevancy in participant training programs;
(3) To identify successful programs and services on campuses that have enhanced relevancy in participant training;
(4) To share experiences and ideas related to attempting to enhance relevancy in participant training;
(5) To identify programs and services that individual campuses might like to consider implementing to enhance relevancy in participant training;
(6) To provide materials and suggestions for organizing and conducting follow-up campus workshops aimed at developing at least one new program or service that would improve relevancy in training on each campus; and
(7) To explore the development of a training network in the Consortium to foster interinstitutional cooperation and communication in addressing relevancy issues.

Audience

Consortium, university, and government training administrators involved with managing participant training programs. University faculty responsible for advising participant trainees. The workshop was limited to invited participants only.

Opening Remarks

Paul E. Huntsberger

It is to the participant trainees that we dedicate our efforts at this workshop.

NASULGC, ISEC, and BIFAD sponsored and conducted a national workshop in 1986 called **The ISEC/BIFAD Working Seminar on International Education and Training: A Focus on Relevancy and Support Services.** An important question raised at the national workshop was: "What do we do next? How do we disseminate the ideas surfaced, the concerns raised, and the issues analyzed at the local institutional level?" A widely supported recommendation encouraged the various consortia, such as CID, to take the lead in organizing follow-up meetings for their own constituent groups.

Several months after the workshop ended, CID discussed ways that this recommendation could be implemented with its member institutions. Over time ideas were shared, plans formulated, and commitments made so that here today we have brought together representatives of this consortium. I believe, in fact, that CID is the first consortium to date to have specifically followed up the national workshop recommendation.

We are proud that CID is moving ahead in this area for the benefit of both the ten member institutions and the two partner institutions with Joint Memoranda of Understanding, Tuskegee University (with Oregon State University) and Tennessee State University (with New Mexico State University).

The basic purpose of this workshop is to increase communication within the consortium among those institutions that are now extensively involved in participant training programs and those that want to become more involved. We want to encourage a cooperative spirit among our institutions, especially in light of the competitive age in which inter-institutional cooperation is becoming more and more important. Individual institutions cannot succeed in this area by themselves, but will have to pool resources among their colleagues to be effective.

Those representing the twelve institutions in attendance at this workshop bring a wealth of knowledge and experience to share. Many in the audience have been trying for many years to enhance relevancy in training at their own institutions. Indeed, several here today attended the 1979 and the 1985 national meetings dealing with this topic. This wealth of knowledge and experience is recognized, and we will collectively draw upon it during the workshop.

The goal of the workshop is to improve our methods of working with international participant trainees at our individual institutions. At many conferences and workshops it is common to hear speakers declare that others (the instructors, the program coordinators, and the academic advisors) are the key actors in assuring relevant training. I believe, however, that the participants are the real key. They are the ones doing the relevant learning and the ones for whom the learning process is being facilitated. They have to do the learning, return home, and deal with whatever relevancy means in the home country context. It is to the participant trainee that we dedicate our efforts at this workshop.

Organizing a regional workshop for one's peers is approached with trepidation. Whatever may be accomplished during the next few days will come about because of the many who were called upon to contribute to its development, and who did so eagerly. It is not possible to recognize here all who had a hand in putting this program together. However, I would like to recognize the efforts of the following people: **Don Dwyer**, who listened to the idea of organizing this work-

shop, gave early support and encouragement, and agreed to make a keynote presentation. **Earl Kellogg,** Executive Director, CID, who supported the idea as well as committed funds so that consortium members could help meet their expenses of attending. **Jim Collom,** who has critiqued the program, made many valuable suggestions for improving it, and agreed to do several parts of the program. **Frank Fender, Peg Hively,** and **Cynthia Williams** who supported the idea through ISEC and helped to formulate the program schedule. **Troy Wakefield,** who supported the idea of involving the partner HBCU's and agreed to co-host and share the cost of hosting the workshop in Las Cruces. **Sammy Comer,** who agreed to provide an HBCU perspective presentation. **Jo Ellen Force,** who critiqued ideas and proposals and agreed to do a major presentation. **Richard Affleck,** who not only agreed to do a major presentation, but who supported several of his OICD staffs' participation here today. The recorders of the work sessions: **Martha Denney, Jacque Behrens, Sammy Comer,** and **Richard Affleck. Harold Matteson,** who has supported the workshop by allowing me to give my time and resources, and who agreed to host a dinner for all the participants tonight. NAFSA and AUSUDIAP for providing most of the materials that are displayed on the tables in the back of the room. And **Jean Dakono, Ali Abdizirak,** and **Ricks Chabo,** the three students who agreed to talk to the group today.

Finally, but not least of all, I want to thank every one of you who made the commitment to take time out of your busy schedules to attend. We welcome you.

The Importance of Participant Training

James Collom: The Consortium for International Development Perspective

Sammy Comer: The Historically Black College and University Perspective

Consortium for International Development Perspective

James Collom

Participant training is evolving so rapidly that the Consortium will be challenged to develop new attitudes and approaches to remain competitive in this important field.

I want to welcome all of you to this important workshop on behalf of the Consortium for International Development. I will start today with a few comments to provide a clear perspective of what we mean when we say the Consortium for International Development, or CID. As most of you know quite well, the CID Executive Office in Tucson serves as a center for coordinating and communicating among ten major educational institutions in the western United States. These ten member institutions, which include most of the western land-grant institutions, are:

- University of Arizona
- California State Polytechnic University, Pomona
- Colorado State University
- University of Idaho
- New Mexico State University
- Oregon State University
- Texas Tech University
- Utah State University
- Washington State University
- University of Wyoming

CID, however, is more than ten institutions and the central office. It includes all the faculty and staff who support or participate in the programs carried out through the Consortium. In a broader sense, it includes those non-member affiliates, such as Tennessee State University and Tuskegee University (JMOU partners with CID member institutions) and other institutions and organizations that cooperate with CID and contribute to projects in which CID is involved.

What is Participant Training?

Looking at the topic of the workshop, I find it useful to ask: Who are we attempting to achieve relevancy in training for? For participant trainees is the easy answer. But this answer raises the questions: "What is a participant trainee and what is participant training?"

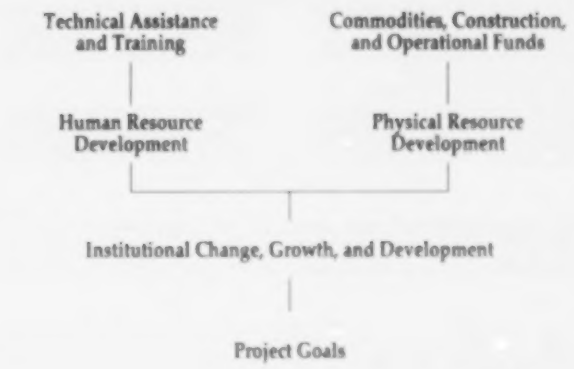
Within the CID context, a **participant trainee** is an individual selected from a host institution or host country in which CID is active in a project. These individuals are CID project participant trainees, whether they study at CID or at non-CID institutions. Additionally, participant trainees include those trainees selected from non-CID projects, but who are studying or being trained at CID member institutions. We are concerned with both types of participant trainees for whom our member institutions take responsibility for training and supporting. **Participant training** provides education to selected participant trainees to help them participate in the achievement of project or institutional goals. This differs from personal education that advances individual goals. Certainly, participant trainees have personal goals, but these overlap with project goals to a high degree. Conflicts arise to some degree between participant's individual goals and project goals. Universities are accustomed to helping individuals achieve personal educational goals within a prescribed academic framework. But in participant training, they must also understand the goals and interests of a larger set of stakeholders in the participant trainee's educational achievements.

The Role of Training in CID Projects

I think it is important to give some consideration to the role participant training plays in CID projects. The majority of CID

projects have some sort of institutional development objective. For example, we may be helping to develop an agricultural college, to expand the capacity of an agricultural research facility or institution, or to enhance agricultural research and extension program planning and execution. Obviously, in such projects the enhancement of the overall human capital resources of that institution will play a key role in its development and future growth. As noted in the figure below, we generally have in the project environment a number of different types of inputs we utilize in our efforts to bring about change, growth and development in the institution, leading to the achievement of project goals:

Project Inputs, Institutional Development, and Project Goals



All of the elements of a project must be effectively managed within a carefully designed strategy if the desired kinds of changes in the target institution are to be achieved. Training is an important element in the overall strategy for achieving the goals of many projects and must be as well managed as any other project element.

Within this context, training must be seen as not just an important element of our overall project strategy but, in most cases, as a critical element. Training makes long-term permanent contributions to the institutions and host countries with whom we work. Training also creates long-term collaborative relationships between our institutions and the host institutions from which the trainees come. This is especially true when we carefully manage our projects and training programs to achieve institutional development goals.

CID's Commitment to Training

In reviewing the overall importance of participant training to CID in the future, I find it important to recognize the commitment the Consortium has made to training. Various committees representing our member institutions, including committees of the CID Board of Trustees, have recently reviewed a number of the participant training issues affecting CID projects including the changing direction and modification of approaches being made by AID, the role of training in projects and the role of universities in carrying out training, and the approaches needed to manage training in our projects. These reviews and subsequent deliberations have renewed a sense of commitment throughout CID to remain heavily involved in participant training. Clearly, CID will:

- Support whatever training is required by its projects, whether implemented by member institutions or by institutions outside the Consortium.
- Support training that our institutions wish to provide for non-CID projects.
- Administer training associated with our projects by developing fully coordinated management and communication systems that link field project sites with training sites.
- Offer quality, cost competitive training through its projects.

The Future of Participant Training in CID

Considering how relevancy in training can be ensured, I believe we need to ask: How do we perceive the future of participant training in CID? First, training will remain very important to CID and its projects. The number of participants involved should grow overall. Emphasis may shift from project to project and from country to country. Nevertheless, training will continue to be essential to many projects and to constitute a sizable portion of the international thrust within the CID universities.

Second, CID will likely be more involved in specific training programs handled separately from technical assistance or other project elements. We may regret the tendency to separate training from technical assistance within a project. Nevertheless, we recognize the need to take on responsibility for training programs which may develop from project dismemberment or from broad sector training programs unrelated to technical assistance activities.

Finally, CID should expect to face new challenges in implementing and managing participant training. We certainly face an important challenge in this workshop to define the meaning of relevancy within participant training programs and to determine how best to achieve that relevancy within our individual institutions. We will likely see greater interest in collaborative efforts, in such areas as joint degree programs and in-country research for graduate degrees. Our trainees will increasingly come from dual career families, creating new demands for services. The new thrust within AID for cost containment and analysis, represented by the **Training Cost Analysis System**, will require improved record keeping and cost reporting. Competition among universities, the private sector, and other groups wanting to manage and implement training will grow. CID and its member institutions will be required to develop new approaches to address these challenges, and the Consortium must be better organized to respond to change.

In summary, it is clear that participant training is an extremely important element within CID projects and is crucial in creating the human capital resources required to achieve change, growth, and development in the host institutions with which CID works. CID is committed to being highly responsive to project needs and requirements when carrying out training programs. Participant training is evolving so rapidly that the Consortium will be challenged to develop new attitudes and approaches to remain competitive in this important field. We must learn to share expertise and capabilities to meet the challenges we face.

Historically Black College and University Perspective

Sammy Comer

Historically Black Colleges and Universities can make significant contributions to international programs by applying the skills they have developed and used with the Black communities in the United States.

Let me begin by extending greetings from my director, Dr. Troy Wakefield, who is unable to be with us because he is in Swaziland reviewing the Cropping Systems Research and Extension Training Project that Tennessee State University and Pennsylvania State University are implementing there. Dr. Wakefield asked me to convey his best wishes for a fruitful workshop.

Overview

Historically Black Colleges and Universities (HBCU's), specifically, 1890 Land Grant Universities and Tuskegee State University, have been involved in international training since the early 1950s. We have become more active in the past few years. The increased interest and involvement in the last several years is stimulated by programs and initiatives through agencies such as AID, OICD and others. HBCU's believe that they can make significant contributions to international programs by applying the skills they have developed and used with the Black communities in the United States. The techniques that have lowered the level of illiteracy among the educationally, economically, and culturally deprived; that made black farmers more productive and better citizens; that transformed skilled but untrained people into skilled artisans and craftsmen; and that freed minds to conceive and create are now being used to help people of developing countries.

Most HBCU's have experience in working with and training foreign students. Tennessee State University, for example, has approximately 7,000 students enrolled this semester of which 516 are foreign students. These 516 students represent sixty different countries. Tennessee State University is also in the process of establishing an Educational Testing Service Center. This will allow us to offer any standardized test offered through the Educational Testing Service and to provide persons taking the test with results before they leave the center. We feel this will be a valuable tool for international programs.

Resources

HBCU's have several resources that we believe are significant for international programs, including:

- Formal education and degree granting programs at the Associate, B.S., M.S., Specialist, and Ph.D. levels.
- Faculty, staff, and professional ties that allow us to offer educational programs, such as short-course seminars and site visits.
- Cross-cultural background of faculty and staff, many of whom come from and have worked in various developing countries.
- Research relevant to developing countries such as: nutrition, rural development, small farms, and international goat research, to name a few.
- Competitive tuition rates and quality programs.
- Extension programs that work directly with farmers with limited income and resources.
- Developmental studies programs to assist students with special needs in areas such as English and math. This area may be very important because it can be used to aid foreign students in preparing for the TOEFL and other exams.

Future Plans

HBCU's future plans concerning international programs include:

- Continuation of work with the JMOU partner schools, Tennessee State University and New Mexico State University, to strengthen their individual and joint capabilities to participate in AID's international programs.
- Increased efforts and activities in participant training of short-term participants in non-degree programs. This will be done through short-courses, seminars, site visits, and by other necessary means.
- Increased efforts in participant training of long-term degree seeking participants, both sponsored and non-sponsored. Special emphasis should be placed on seeking and training African students.
- Continuation of relevant language and other types of training for the faculty and staff at HBCU's.
- Continuation of research directly related to the problems of developing countries such as food, nutrition, and limited resource farms.
- Improvement and development of degree programs in areas that are in demand by students from developing countries.
- Creation of greater awareness of the importance of training of international students among administrators, faculty, and staff at the universities.

Conclusion

Although Historically Black Colleges and Universities are somewhat small in nature and have a small staff, they offer some advantages. We can relate to the problems of developing countries because we too have worked, or are working, with limited resources. Many participants may function better within a smaller academic environment that can provide more attention to foreign students. HBCU's are ready, willing, and able to incisively and significantly involve ourselves in international training.

Understanding Relevancy from the Perspectives of Key Actors in the Training Process

Paul E. Huntsberger: Who are the Key Actors in Training?

Richard Affleck: A Non-University Perspective

Jo Ellen Force: A Faculty Member's Perspective

Jean Dakono, Ali Abdirizak, and Ricks Chabo: Student Perspectives

Workshop Participants: Implications of Differing Perspectives of Relevancy

Who Are the Key Actors in Training?

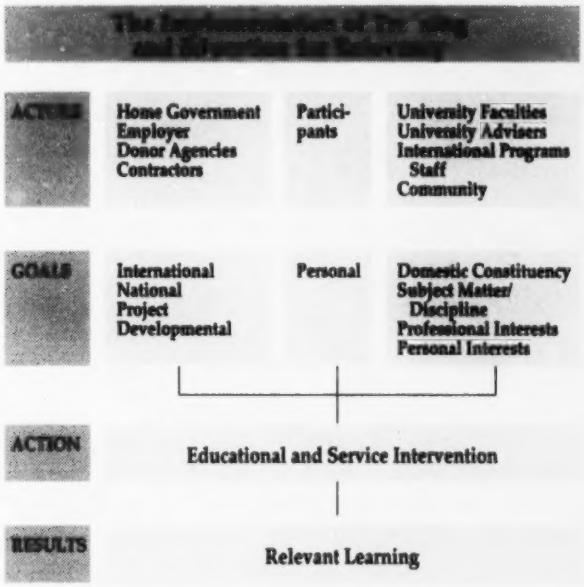
Paul E. Huntsberger

The goals of the multiple actors in training are not always complementary.

The objective of participant training is to prepare participants for a greater contribution to the development of their country. How is this greater contribution facilitated? Namely, by making education relevant.

A precise definition of the word relevant is difficult because any definition must be considered in the context of the multiple points of reference to the goals of the actors in training, that is, all those who have a stake in the outcome of the training effort. Moreover, the goals of these multiple actors are not always complementary.

Facilitators of participant training recognize that training is implemented by individuals, through systems, over time. Individual and system perspectives influence efforts and outcomes of the learners. This is diagrammed as follows:



The actors in this training mix are the home country representatives, such as the government or the employer; the donor agencies, such as AID, FAO, or the World Bank; and the contractors, such as USDA-OICD, Partners, and others. The training site actors are often the universities, and those associated with the universities including the faculty, the international programs staff, and the local community. The key actor is the participant, without whom there would be no training program.

The goals of these actors vary widely, and may come into conflict. The home country, donor agency, and contractor goals tend to reflect international, national, and project developmental priorities. The training site goals are specific to the academic mission of the university, the political concerns of the domestic constituency that underpin the efforts of land-grant and other public institutions, the subject matter discipline concerns of the faculty, and the professional and personal interests of the faculty and staff. The participant's goals, while cognizant of the goals of the home country, are personal and perhaps not overtly stated.

The **actions** taken, primarily at the training site, are the educational and service interventions, such as coursework, research, internships, field experiences, social-cultural activities, and other activities provided to the participant.

The **result** desired is relevant learning derived by providing educational and service interventions that fulfill the goals of the multiple parties connected with the training , not always a simple or undemanding task.

While listening to the following presentations on various perspectives of relevancy, you have two tasks: **First** is to think about your own definition of relevancy. What does relevancy mean from your perspective? In what ways, if any, does your definition complement or contrast with those presented by the other speakers? **Second** is to consider what implications related to implementing relevant training and education are raised by the differing perspectives on relevancy presented this morning.

A Non-University Perspective

Richard Affleck

We are working in a chain of five bureaucracies. It takes a lot of communication back and forth between them to arrive at a relevant training program.

I have been asked to speak about relevancy in participant training from the perspectives of the:

- Home Country and Home Country Employer
- AID Missions
- AID Washington: Office of International Training
- Programming Contractors

If we add the universities to this list, we will see that we are working in a chain of five bureaucracies. It takes a lot of communication back and forth between them to arrive at a relevant training program. We are talking about eighty or ninety different countries, all trying to obtain relevant training. AID/Washington has a staff of thirty people. USDA/OICD has a staff of forty-six. With this many countries requesting training, relevancy can go out the window, especially when requests are late and we try to move these people through the system at the last moment. Before proceeding, let me give my definition of training relevancy:

> **Training Relevancy:** Training is relevant if it **solves** the host country's problems, or at the very least, if it **addresses** the host country's problems.

The big problem in assessing relevancy is that follow-up evaluation of U.S. training programs does not go on in the host country. There is evaluation, but it is just of the training program itself, not the home country impact. Unfortunately, we don't know how to measure this impact well.

Differences Between Training and Education

I would like to define the difference between international education and international training. International education focuses on opening up the world to the participant, and it focuses on knowledge and the increase of knowledge. International training focuses on a specific line of action, skill, or method.

The participant training experience is a combination of the two. We do not expect universities to make wholesale changes to curriculums. But we do want to get a good combination of education and training to help achieve relevancy and to solve the problems of development.

When talking about relevancy, we need to recognize what is not relevant in training. I want to read something attributed to Benjamin Franklin in colonial times and still rings true today. Franklin wrote at the Treaty of Lancaster, Pennsylvania, in 1774 between the Government of Virginia and the Six Indian Nations, that:

> "the commissioners from Virginia acquainted the Indians [with the fact] that there was at Williamsburg a college with a fund for educating Indian youth. And that if the chiefs of the Six Nations would send down half a dozen of their sons to that college, the government would take care that they would be well provided for, and instructed in all the learning of the white people.
>
> "The Indian chief representing the Six Nations replied: We know that you highly esteem the kind of learning taught at these colleges and that the maintenance of our young men while with you would be very expensive to you. We are convinced, therefore, that you mean to do us good by your proposal and we thank you heartily.

"But you who are wise must know that different nations have different conceptions of things. And you will not therefore take it amiss if our ideas of education happen not to be the same as yours. We have had some experience of it. Several of our young people were formerly brought up at the colleges of the Northern Provinces. They were instructed in all your sciences, but when they came back to us, they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, nor kill an enemy, spoke our languages imperfectly, and were therefore neither fit hunters, warriors, or counselors. They were totally good for nothing.

"We are, however, not the less obligated by your kind offer, though we decline accepting it. To show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we will take care of their education, instruct them in all we know, and make men of them."

This may be an extreme example, but some of this kind of miseducation still goes on today.

Home County and Home Country Employer

An aim shared by all developing countries is access to western technology on fair terms and in a manner that makes the technology useful to them. The keys words here are "technology that is useful."

Development must be defined and guided from within the developing country. These countries must have control of what is going on and have long-term plans. They must also have been involved in the development of goals. If they have not, development will not work.

A primary objective of most sponsored student programs is to further a nation's economic plan and contribute to its educational resources. The individual becomes one instrument of that development process insofar as he or she achieves the educational objectives outlined in the program plan. A problem is that people are treated like a banking system, put into slots, and moved back and forth in positions without concern for their training. Participants need to know how they will fit in at home when they get back. Countries want, and relevancy in training, requires:

Flexibility: Programs are needed that can respond to emergencies that crop up in developing countries and respond to targets of opportunitity that come up. Programs need to be flexible to respond to these. But there must be an overall long-term plan in place.

Collaboration and Coordination: The intricate network of responsibilites among all the actors in training requires collaboration and cooperation between U. S. universities and developing countries to achieve training and development objectives.

The situation, therefore, places an emphasis on communication, without which relevancy cannot be enhanced.

Next, home governments want students to maintain educational and scientific ties with the home country while being educated in the United States. Most importantly, they want the student to return home, and to return home on time, especially when services are needed on a project, or when there is a need for coordination with a departing expatriate.

Home countries want students exposed to appropriate technology, and they want them to learn how to adapt this technology to their home country conditions. At the same time they want them to see what is possible in the United States that may be applied in the future as things improve. Perhaps most importantly, they want the people teaching their participants to have lived or worked in the students' home country, or at least in their home region. The latter point cannot be stressed enough. A big key to success in training relevancy is to have teachers who are knowledgeable about student's home country conditions and the kind of jobs they will enter upon returning home.

AID Missions

It is AID policy that training be a component of development projects and that it be designed to overcome identified human resource barriers to successful project implementation. It is also AID policy that AID missions in their sector-specific training develop a critical mass of skilled persons who will be able to initiate and implement specific development activities and prepare others to perform necessary development activities in the future. A problem is that sometimes the agency gets bogged down with policies and procedures and forgets about relevancy.

Country development strategy sessions, sector strategy papers, and strategic plans are all used by AID to develop projects. Then five-year training plans are developed. Not all countries do as well in developing these, and when the mission staff turns over every two years, inconsistencies and discontinuities become a problem. After the development of the training plans, a committee of the project and the host country select the participants. Participants are often well-screened, however, this screening may be faulty because selection is done ad hoc or only elite participants are selected. There is a need to select more people from rural areas and to include more women.

Finally, a PIO/P is drawn up. This document contains the training objectives from which programs are developed. Some times they are one or two lines; other times several pages. The quality of this information determines how easy it will be to develop a relevant program for the participants. A good perspective of the situation out in the field is provided in a letter written by John Balis who is an Agriculture and Rural Development Officer in Cameroon (included in Appendix). Primarily, the field staff needs to know how well the student is progressing, and needs to be kept informed of any changes that need to be reviewed.

AID Washington: Office of International Training

AID's Office of International Training is primarily an administrative support group that handles 15,000 participants with a staff of thirty people. They provide several programs, notably the Washington International Center Orientation, the American Language Institute, Georgetown University English Program, and enrichment programs such as the mid-winter community seminars. AID is beginning to stress manage-

ment training as a component of all programs, but they are not funding it because of decreased budget support. The impact on relevancy in training is that supplemental training, which is especially desirable in agricultural fields, is subject more often now to being cut for budgetary reasons.

Programming Contractors

I am speaking here primarily from the perspective of USDA. The placement process is crucial to program development, but it is more art than science. Our staff is responsible for taking all of the information including home country background, geography, and conditions of agriculture, and match that to any one of hundreds of U.S. university programs. We are interested in increasing the quality and relevance of training, especially by incorporating practical training into all programs. We also offer technical short-courses, and we conduct workshops with the instructors to acquaint them with adult education methods and to encourage dialog that will improve the courses. We encourage home country doctoral research to enhance relevancy. Finally, we present short courses overseas to deal with specific home country issues.

The three-year plan of the International Training Division of USDA is:

- Schedule overseas courses annually.
- Develop standarized study tours.
- Establish a regional training office in Pakistan or India.
- Further develop our participant management information system and make contact with former participants.
- Assess training needs and conduct follow-up studies.
- Publish a participant newsletter.
- Encourage home country doctoral research.
- Present short-courses overseas to deal with specific home country issues.

A Faculty Member's Perspective

Jo Ellen Force

Most university professors think of themselves as educators, not trainers. I think we will make more progress with faculty if we talk about international education than if we talk to them about international training.

This talk is one of the more difficult things I have been asked to do recently. I frequently give presentations at professional meetings and other seminars about my own research; something that I have some confidence that I know what I am talking about. This however, is similar to a few of the talks I have been asked to give about women. What qualifies me to talk about women's issues in forestry? I expect it is because I have the right chromosomes. I sort of feel the same way about relevancy although I have no formal, academic training in how to be a professor, an educator, or a trainer and I have done no research on education or training.

I am essentially presenting my personal, faculty perspective as one of the players in trying to develop training relevancy. I am a professor in the College of Forestry, in the Department of Forest Resources at the University of Idaho. I teach land use planning and forest policy. I am on a nine-month appointment. My position description says nothing about international advising. It is a standard position description for a faculty member. In fact, the summer OICD course I teach, **TC120-10: Land Use Planning for Community Forestry and Natural Resource Development,** does not even go on my nine-month position description as part of my official duties. It is my summer research.

I backed into getting very concerned and interested in international training primarily because of my summer course. I have had to reassess many of my assumptions about how people learn and what students get out of what we are trying to teach them. When you face a group of fourteen to twenty people, from almost as many countries of the world, and you are with them from 8:30 a.m. to 4:30 p.m., five days a week, for six weeks, you have to deal with more than technical forestry and land use issues. You begin to question many things taken for granted about learning.

Because of the TC course, I have attended the university workshops that USDA-OICD offers yearly to help instructors improve their training skills. As a result, both my summer course and all my other courses have benefitted. I have changed the way I teach, even if there is not a single international student in the class. The workshops have also made me think more about international training.

Last year I presented the TC course overseas in Bhopal, India, to a group of Indian Forestry Service Officers for four weeks. That experience definitely influenced me with respect to international training. A year ago, I was asked to serve on the ISEC International Training Committee, which has also made me think about training. I am here today to share some ideas about relevancy, with no claims to being an expert.

Faculty Attitudes Toward Relevancy

I asked a number of faculty for their definition of relevancy because, quite frankly, relevancy is not discussed much by faculty. One faculty member told me it means "It is useful to the student"; another said that it means "It is suitable, appropriate, and pertinent." I asked the Associate Dean of the Graduate School, a former English professor, who said: "It is making education more applicable to whatever the person will have to do after they get home." I liked Dick Affleck's definition this morning: "It is relevant if it solves the host country's problems, or if it addresses those problems."

Why don't faculty members discuss relevancy? Why isn't it ever on the agenda of a faculty meeting? To be very blunt about it, the first priority of most faculty members is research and publications! That is the first thing your department head talks about when you come in for your evaluation. No matter how many contract dollars you are managing, no matter how many other proposals you have submitted, no matter how many theses you have finished up, one refereed publication is the minimum for an acceptable rating. We must put our priority on publications. This also makes it more difficult to participate in international student advising, because the kind of reseach projects (particularly master's students who are not allowed to do in-country research) that are relevant to home country conditions often do not produce publishable material in refereed journals in technical fields. Information on how to do better international training in forestry is of little help to me professionally. Forestry journals seldom feature refereed articles on international training. These constraints are major reasons that relevancy is not a high priority on a faculty member's agenda.

There is also a certain amount of faculty arrogance. I am not proud of that as a faculty member, but a certain amount exists. We more or less assume that the knowledge we have to impart to our students is relevant. We would not spend all that time in the classroom if we did not think the knowledge we have is relevant. That does not mean it is relevant. It is simply one of the attitudinal problems you have to recognize when you ask faculty if their program is relevant.

Unfortunately, many of us spend little time on our teaching. When we do spend time preparing for our courses, working on the syllabus, getting new materials together, working out lab exercises, it is often concerned with what we are teaching, rather than on how and why we are teaching it. Most faculty members have not had any training in teaching methods, nor studied educational methodology, or pedagogy, or andragogy. So we do not prepare for issues related to our teaching, which is one of the barriers to overcome if we are going to increase relevancy in our educational process. In agriculture and the natural resources field, we are trained as scientists, thus our background in people-oriented coursework is often inadequate. We also do not have a personal or professional inclination toward the professional training of educators.

Finally, I am concerned about the difference between training and education. I was pleased to hear Dick Affleck say we should think of education as opening up the world to students. That is knowledge. Training is more actively involved with skills, products, and methods. Most university professors think of themselves as educators, not trainers. Training, at least in forestry, is done at vocational-technical schools, not at universities, and is a two-year program. We are educators! Whether this is right or not, that is the faculty attitude and it is not without merit. I like to quote the preface of an international training book: "Education is not for knowing more, but for behaving differently." This goes well with what Dick Affleck said: "Education is for opening up the world." It is not for pouring more in. It is for behaving differently. I believe training fits that definition also. We are trying to teach new skills and methodologies so that people will behave differently.

As faculty how do we make international education more relevant? Education is learning how to think. How to solve problems. We assume that if we teach students how to think, how to ask appropriate questions, how to find answers to those questions, how to solve the problems they will face, that will be relevant and will result in solving host country problems. If we only give them specific training skills that do not address the problem they face when they get home, then their training will not be relevant. They go home with a screw driver and they need a hammer. But, if we have taught them to ask the right questions and how to solve problems, then we send them home with a toolbox and they know how to choose the right tool.

From a faculty perspective, that is where we are coming from, particularly for the long-term degree student. We think of ourselves as providing that student with a graduate education, not graduate training. One of my hopes is that we will all talk to some of the faculty and people directly involved in providing the educational programs for our participant trainees and share with them some of the concerns brought up today. However, I think we will make more progress with faculty if we talk about international education, than if we talk to them about international training.

Other Barriers to Relevancy

Let's focus on some of the other barriers that prevent providing relevancy in programs for international students. First, we are up against less flexible barriers with undergraduates than graduates. Most undergraduate students are enrolled in a fairly standard curriculum that has been designed by the entire faculty of a department and the student has to go through a petition process to change any course in that curriculum. One just cannot say: "Well, my advisor said that course is not relevant to Lesotho. So I don't have to take it". It does not work that way. You will not get your diploma because the registrar will not OK it until every single course on the curriculum has been taken or petitioned out of. Moreover, students have to take a core curriculum of humanities, social sciences, fine arts, and more that are university-wide requirements.

The international undergraduate students usually come to this country with a couple of years of previous college education at home or in a nearby country. They may have already taken many of the required courses in our professional field, such as silviculture, biometry, harvesting, and logging. But they have not had any of the university requirements. They are forced into meeting requirements that a graduate student does not have to meet. Thus, the relevancy issue with undergraduate students is more challenging.

For all students, one of the most difficult problems is trying to determine what they really need to know and what they want to know. The PIO/P may have, as Dick Affleck said, three lines or three pages. The longer ones, however, are not better from a faculty perspective since we wonder how all the topics could ever be covered, even in ten years. We are lucky that OICD staff can read between the lines and interpret these PIO/P's to figure out what is wanted. Some of the problem is cross-cultural, since the students have been in structured educational situations where they did not have a lot of choices about what courses or what professors to take. It is often diffi-

cult to get them to tell us what they need and to be open and frank.

Then there are, of course, communication and language problems. We are supposed to design a relevant program within the first few months. It is important to do it soon because of strict time limits, but it is difficult. The student has to deal with so many adjustment concerns at first that it is hard to deal with all the academic chores. Many students, especially those selected at the last minute, have had little orientation from their home government about where they will be working when they go home or if they did receive orientation, they cannot tell me about it in English. We get many individual participants, not groups from our own projects (maybe groups from projects get a better orientation). At best we get a letter but not a good understanding of what their job will be upon returning home. This increases the relevancy challenge.

Ways That Faculty Can Make Education Relevant

Despite all the challenges, there are ways faculty can make education relevant:

- Increase faculty experience in developing countries. Nothing impresses international students more than a faculty member with international experience in the student's home country. Travel alone is not sufficient. The faculty must be sensitive to the difficulty of living in another culture, learning in another language, being frustrated by not thinking in a native language. Title XII grants have been helpful in providing faculty members with developing country experience.
- Provide international courses using overseas experiences and examples with more of a global view.
- Develop new courses specific to international topics. We have added tropical ecology, tropical soils, agroforestry, and current topics courses to our curriculum.
- Encourage attendance of students in technical short courses. Although funding is variable and attendance is inconsistently supported, these special courses are helpful in supplementing the curriculum and increasing home country applicability.
- Encourage pairing international students with American students, such as returned Peace Corps volunteers who are aware of third world conditions and may know the language. I use a lot of ex-Peace Corps volunteers to learn about rural areas, the culture, and working conditions. They are more reliable than other faculty who may have stayed in the capital city at the Hilton.
- Arrange summer internships. Some new initiatives have been started with the U.S. Bureau of Land Management and the U.S. Forest Service.
- Encourage opportunities to do research in the home country. Most faculty are very supportive of this if funding and in-country support are available.

In conclusion, I believe that faculty members do want to provide relevant education for all their students, not just international students. However, because of faculty priorities and some of the unique characteristics associated with making international education relevant to home country situations, faculty members need to be made more aware of relevancy issues and universities need to provide more support for relevancy concerns.

Student Perspectives

All the key actors involved in the process of training participants in the U.S. need to understand each other and work together.

Jean Dakono, Mali

We would like to stress the importance of this workshop because of the issues that will be addressed. If one takes into consideration the reduced or reducing amount of resources available for present and future development purposes, there is or should be a growing interest in improving training relevancy. Because there is too much to do with so little time, we believe that international donors, national leaders from developing countries, planners, developers, and extensionists should grow up together with the people they are to help. By trying to grow up together, considerable effort should be placed on the relevancy of training to enhance future national development.

Our participation in this workshop is the key. We believe that this workshop cannot be successful if the participants do not have a say in what they believe relevancy to be.

Today, our presentations will address three topics:

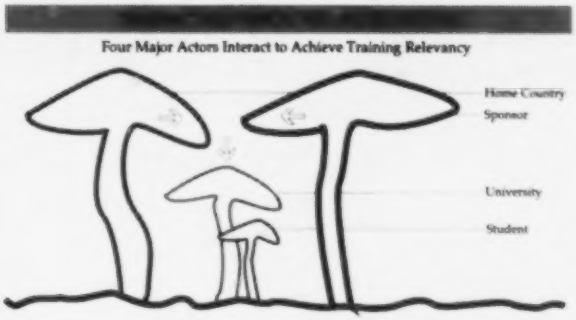
- What can be done to enhance relevancy before leaving the home country?
- What can be done to enhance relevancy at the U.S. university?
- What can be done to enhance relevancy upon returning to the home country?

Before I turn to defining relevancy in training, I have two or three impressions. First, when I was taking a statistics class last fall with an American woman, we happened to discuss our next class which was in anthropology and sociology. She was surprised at my taking this class. She asked why a person majoring in range science would need anthropology and sociology. I told her that if you do not know the beliefs, the culture, and the customs of the people you have to work with, your actions directed towards them are more likely to fail. So we need to know how people in the United States work with their people to bring about change. I want to be exposed to the social and family structure and to learn how people are involved in the development process. If I know the way people have done it here, I can think about how I will work with my people at home to transfer my knowledge to them.

Second, in the Republic of Senegal, the Management of the Senegal River Valley Project was designed to promote agriculture in the area. The project manager came in the area and built some new villages and then asked the rural people to transfer to the new villages. The people had no association with the project implementation process, and they were forced to move away, some into Mali and others into Mauritania. This demonstrates the problem of not understanding the people.

Third, when I was chosen by the Ministry to be a participant for training for my Master of Science degree in the United States, I was told that I would have to study animal nutrition and development of water points and water supply only. If I did not agree, I would be turned down. I simply agreed in order to be able to come to the United States. I tried to tell them that range management means more than that, that one needs to integrate it into the ecological, sociological, and economic aspects of life to no avail.

So, putting these three situations together you may see what I mean about the importance of growing together. All of the key actors involved in the process of training participants need to understand each other and work together. This is what I call Mushroom Ecological Behavior:



If we do not communicate at all levels, if we fail to give students the opportunity to be part of their training program, we ultimate do not allow them to receive training that will help them to deal adequately with home country development situations.

Ali Abdirizak, Somalia

In our countries, we have two responsibilities. First, we are scientists; second, we are leaders. In the United States there are schools of management, communication, marketing, animal science, which is not true in developing countries. When I go home I have to take care of my own management, my own marketing, my own communications, plus my own scientific work in my field of animal science. That is where the problem occurs in training for relevancy.

Training in the United States is often too narrow, with little training on leadership development and problem solving skills. This affects American students, also. Many American development experts come to our countries to make project design analyses at the request of funding agencies. They try to apply what they have learned in the United States, often with a cost benefit analysis bias, which results in mistaken analysis of the true situation in our countries.

In many developing countries there is a growing concern about the gap between what we know and what we put to use. We know a lot after being educated in the United States, but we cannot put it to use. We lack basic communication, management, and leadership skills.

In many developing countries there is a growing concern about the gap between what we know and what we put to use. We know a lot after being educated in the United States but we cannot put it to use.

Participants, whether they are teachers, researchers, administrators, extension agents, or trainees should be given skills and knowledge through their academic programs in order to be able to assist the local people to establish organizations that meet the needs of the people. Therefore, relevancy is related to what can the students apply to fulfill the needs of their people with their degrees. The aim of training, therefore, is helping people to be able to help themselves. That is the challenge.

It is our experience that there is a lack of well-arranged information about universities in the United States. We do not know before we come to the United States which universities have good programs in grazing animal management, in feedlot management, or in other areas. We have seen some students who are from my country of Somalia, where eighty percent of the people are nomads, sent to the United States to universities where one-hundred percent of the animal science is based on feedlots. We do not expect that we will see a major feedlot developed in our country in this century. We cannot relate to the feedlots we visit in parts of New Mexico and Texas that have thirty to forty-thousand animals. We would never be able to apply anything like that at home; there you will find families who have maybe two-hundred goats, one-hundred sheep, a few camels, and a few cattle. That is what we are dealing with, not 40,000 animals. We do not have adequate preinformation about universities that have situations comparable to ours.

Next, we have seen that most of the faculty know little about developing countries. They do not have to have lived or worked in our or other developing countries to know about them. They can learn from other faculty or persons familiar with developing countries. But they do not care to learn about us. We fill out our graduate school forms to enroll in their classes, and that is it. Many international students have difficulty because their adviser shows little interest in the student, why the student is in school, what is going on in the student's

home country, what problems the student will face upon returning home, what the student has already done in their home country, and what the student will be doing upon returning home. They never bother to ask.

Another problem is that participants and their advisers do not have adequate control over program length or content. AID and the country decide what the content will be and how long it will take in determining the scholarship. There is no prior discussion with the participant or the university faculty. Limits, especially on time, are instituted with little reference to the reality of meeting training objectives within the framework of the academic discipline. As a result, some never finish their degrees or have many problems meeting the expectations of AID and their home country.

We observe, also, that department heads of departments with large numbers of international students never take the time to call in these students to find out such things as: How do you feel about the department and the courses? The faculty? Are you happy with the program? We never have the opportunity to tell them what we think and feel about the faculty and the extent to which they make their classes relevant to international students from developing countries. International students are a good asset to the university if it wants to learn from them.

We find that the U.S. graduate system emphasizes narrow scientific training. However, we need to be trained in a multidisciplinary manner because we all know that we will be more than scientists upon returning home. We know we will need skills in leadership, management, and communication. We would like to do research in our home countries. But the funding agencies and those who control our programs do not allow this.

In closing, we all need to view training from the viewpoint that we should work together to build and maintain strong socio-economic institutions necessary to achieve self-development. In particular, the following things can be done to enhance participant training relevancy:

- Students, the home country institution, and the sponsor should be involved in defining home country and training priority needs.
- Students' thesis research should be related to the home country situation.
- Students should be encouraged to play a greater role in planning their program of study.
- Students should be brought together regularly on campus to discuss their concerns.
- Home countries should be made aware of the realities of the U.S. graduate education system.
- Advisers should have some background in developing countries' needs.
- All major parties involved in the training process should be encouraged to have open communication and dialogue.

Ricks Chabo, Botswana

The topic of this workshop is a touchy issue. It is difficult to focus on the needs of international students when faculty are rewarded for other things. I am happy to hear that some people here are concerned about relevancy in international training.

I want to say a few things briefly about re-entry. **First,** participants need to be prepared for the culture shock they will face upon returning home after a long absence.

Second, participants must be prepared to handle misplacement. When they go home they may find that somebody else is in their position. Or they may be placed in another department. Or they may be asked to work in a field unrelated to their training.

Third, participants need the opportunity to take advantage of short-term training to get experience in other areas they may find useful. They should have a chance for internships, exposure to different aspects of management, and to learn skills and pick up ideas they might use at home.

Participants need to be prepared for the culture shock they will face upon returning home after a long absence.

Fourth, participants need to learn how to maintain contacts at home while in training in the United States in order to have current information about what is happening at home. Then they need to keep in touch with their professors and advisers after returning home to keep up with developments in their field of study. They should also take the opportunity to join a professional society before departing. Finally, they should take the opportunity to attend society meetings while they are in training.

Implications of Differing Perspectives of Relevancy

Workshop Participants

After the presentations about different perspectives of relevancy, the workshop audience was asked to share their thoughts on the implications raised. These have been summarized into six broad areas: goals, communications, institutional commitment, university disincentives, research, and external influences.

Goals: There is a lot of similarity in goals about relevancy among all the actors involved in the training process. What is needed is to figure out the details of how to do it well.

Communications: Training is a complex and difficult communications environment, and using only the PIO/P to develop relevant programs is inadequate.

Institutional Commitment: Training institutions and all others involved in the training process need to make a greater commitment to hearing and listening to the participant's concerns. There are conflicts between disciplinary demands and participants' needs, time, and expense. There are contrasts between participants' and faculties' views about relevancy. Institutions need to create a relevant training environment concerning curriculum, practical experiences, and faculty development. Many changes can be made without monetary cost to the institution, such as changing attitudes. Also, resouces can be shared among consortium members. Even so, change needs to be made incrementally and not all at once.

University Disincentives: The university system has many disincentives toward increasing relevant opportunities in training international participants. Faculty hands may be tied in changing curriculum. The university does not reward efforts on behalf of relevancy. The need is great to seek university-wide support for the demands for relevancy and to build in incentives to foster its development.

Research: Home country research should be encouraged when feasible, but we should recognize that students returning home to do research may be distracted by other job or family responsibilities. Thesis work needs to be defined clearly before returning home. Alternatives to home country research include sending for research data from home or choosing a relevant topic for completion in the United States.

External Influences: Home country agencies need to have a better understanding of the U.S. university system, especially in terms of the time required to complete degrees while meeting the training objectives proposed from the field. It needs to be understood that different degree programs require different lengths of time to complete. There is a need to determine cooperatively what a reasonable length of time is. There needs to be greater recognition of the real need for practical experience in agriculture, with support for supplemental training to fulfill this need coming from AID. Finally, universities have little control over whether participants will return to the job they were trained for.

Institutional and Attitudinal Considerations Influencing the Enhancement of Relevancy in Training Institutions

Don Dwyer: Keynote Address

Keynote Address

Don Dwyer

The most lasting benefit of all our international agricultural and other kinds of development work is the education that takes place in this country and other countries for the students. We often forget that!

Having the opportunity to hear other papers this morning has been good for me. I sat in the back of the room on purpose, so you would not know I was scratching through my paper trying to redo it. My written remarks are available (see Bibliography), but since many of the things I had planned have already been said this morning, this address has changed considerably.

Relevancy is an important topic and one of my favorites. I started working internationally at New Mexico State University in 1966. I was the first, along with a fellow in the biology department, to go down to Paraguay. I was younger then, but the opportunity to be involved internationally came at a good time for me because it changed my whole life. If I had gone at sixty, it would not have helped me much. But going in 1966 made quite a difference in my whole career, and I think because of that experience, it helped a lot of students also.

University Attitudes Toward International Education

I am an adjunct professor in the Animal and Range Science Department here at New Mexico State University. I have only been here six months so I have not had enough time to revolutionize the university. You know how easy they are to revolutionize. But for twenty-four years now I have been teaching and advising international students, and I have been listening to what they have to say. The international students who spoke ahead of me raised a lot of questions about how well we have done, and are doing, with international education. We seem to be very proud of our educational system. It seems to me that if we are so proud of how well we teach, then we should be very proud of how well we are doing with international education.

I have seen the problems associated with educating foreign students from both sides. I have seen them from the university perspective. I have gone where my own students are working in their home country and viewed the results of our educational efforts from their side. I guess I am a bit like a losing football coach who absolutely loves the game. But what good is that. You can't just love the game. There is more. You have to win the game. I absolutely love the international education game, and I like to think we are winning a few of them. I would not like to be called either a losing football coach or university professor.

As I mentioned earlier, I have lost some of my speech to the nibbling encroachment of other speeches, which is one of my theories of the way you take over the world. Just a little bit at a time, being persistent and knowing you have made progress. A lot of us nibble, but never know whether we are making any gains. You have to learn to nibble in a way that gives you some gain. When you nibble with a plan and purpose, the first thing you know when you look up ten years later is that you have a program. I think that is the way to win in a university. You do not win by carrying a big suggestion with a lot of big dollars attached into the Dean's office and saying here is what I need. Instead you say: "Give me a nickel and let me show you what I can do with it." And the first thing you know you will have made progress.

It was mentioned this morning that universities place so much emphasis on research and publications that it is nearly impossible for a young faculty member to obtain tenure if he or

she works in international development and education. My experience tends to support this. Some of the more prestigious universities recommend that one achieve tenure before embarking on any international work. However, I happen to think that one of the most important things a university does is teach the students of the whole world.

I would bet everyone in this room would agree with me that the most lasting benefit of all our international agricultural and other kinds of development work is the education that takes place in this country and other countries for the students. We often forget that! We tend to focus on the job of research development, trying to put a program together, or trying to help with administrative organization, and we downgrade through those actions the educational process. And it is the educational process that is going to make a difference. The project will be gone, if history repeats itself, and I am sure it will, but the people who got a degree will still be around. They may not be in the country we educated them to be in, but from a global perspective a difference has been made.

More than 15,000 students from less developed countries were supported by AID this year in this country. It is not uncommon for colleges of agriculture to have twenty percent of their students coming from developing countries. In some graduate programs it is even higher, as high as eighty percent of relatively small graduate programs. If this is true, why don't we do a better job making our programs relevant to international students? My fall class here at New Mexico State University had forty-seven students and twenty-five percent were students from developing countries. How can one teach a class and see that the faces of twenty-five percent of your students are people from other countries, and teach the same class you taught before! How could you teach the class as though everyone was from the United States? It seems to me there ought to be some expectation that we should do better, or at least a little bit better, or try to do better. This may have a lot to do with attitude in the general context of the college or the university.

Levels of Relevancy

There are four levels of relevancy that I have heard about this morning. There is the language and cultural adaptation to the U.S. university kind of relevancy. That is important. The second is the relevancy of the education and training that takes place with the students. I am more interested in the second kind of relevancy. How do we make our education, the actual courses, more relevant and not forget the responsibility our university has to the domestic student?

The third is relevancy to the agency, the project, the organization, or the government that is sponsoring the student. The last kind of relevancy is that of the individual students with regard to their own programs.

Almost all things are relevant. Another speaker here has said that we are going to get a lot of definitions of relevancy. Almost all things are relevant in the university, because we make them relevant. If I teach it, it is relevant. And it is, but relevant to what? The students come to our university. They visit their academic adviser, and are stuffed in a curriculum like so many sausages. We do not take differences or advantages into account, we just stuff them in the curriculum, and they take it or leave it. If they cannot make it, we conclude it is their fault, not ours. Then things deteriorate for them, especially in the crucial first term or two, in some cases to the extent that students become extremely frustrated. Sure they can visit their academic adviser, tell him or her their troubles, and he or she will worry about them while they are in his office. But as it generally is now, that crucial period is one they must get through themselves.

Advantages of Teaching International Students

We have such tremendous advantages as educators when we have international students come into our universities. I cannot think of a better situation for teaching. With international students we have students who are older and more experienced. They are not eighteen, nineteen, or twenty. They are here looking for something worthwhile. What an advantage that is. They are motivated and they are under tremendous pressure to succeed. They often have former work experience, generally high-level work in their own government, the kind of work we hope our students can have in our government after twenty-five years. And they are screened from a large pool of potential candidates. We have heard that sometimes the screening process is not perfect. Nevertheless, it is not a random draw. We are getting the better students. Wouldn't you like that kind of advantage for teaching? And we do not use it. We do not learn from it. We do not take advantage of the kind of experience sitting in our classes.

Problems Faced by International Students

The problems that are faced by international students have been well outlined, and I will not go through them again. But the two that I think are the biggest problems are language and coursework relevancy. We rarely get an international student who is not smart enough to pass classes. But we get many students who do not succeed. Why is that? I think it is primarily poor language skills and lack of relevant classes offered by the university. Language may be the most important. But I have argued that eventually everyone overcomes the language problem. The first term is miserable for many students who come without English experience, but by the end of the year they are usually up and running because there is no choice. I have only had two students in twenty-four years, out of several hundred students, who could not make it because they could not learn the language. And I had one Mexican student who graduated and still could not speak English.

Universities are more sensitive to the needs of foreign students now than when I started. We have made progress. I can tell you real horror stories, many from the teacher's viewpoint, others from the administrator's viewpoint, oe about me as an advisor of AID students not knowing what a PIO/P is. At one time I was asked to fill out an AID form and I did not know where it went after I completed it. I thought it was a university form, and I thought: "Those yo-yos, I'll show them. Watch what I do with this form."

I do not want to sound too negative because I have seen some real changes and improvements. We are much better off now than a decade ago. We are ready now to make some major gains. It is a little like the new preacher who had been hired to go to the country church. The old preacher, who had been there

for years, is giving the new preacher advice, and his best advice is: "we ain't what we want to be, we ain't what we're going to be, but thank God, we ain't what we was!" That is where we are with the relevancy of our university curriculum to international students.

International Student Concerns

I recently attended the Society for Range Management meetings and of the 250 students registered there, about sixty were students from developing countries. I met with a lot of them and knowing this presentation was coming, I asked them a few questions about relevancy. They were not complaining, but I drew them out and here is what they said:

"Give us a chance to talk about our discipline. Give us a chance to work in the English language before we are sitting in a class and get this avalanche of stuff to read and things to do. Give us a better way to start. Let us learn about the faculty and the system before we are thrown into the coursework itself. Give us more time to discuss what we are learning. You teach us these principles and practices. You use examples, good for the majority of the students, but we need to talk about it more."

We are talking here about students who have had experience. They can apply things far better than their younger, less experienced U.S. counterparts. They are not just vessels there for us to fill up with principles and practices.

"Give us books and literature to study on less developed country agriculture."

Are there any? If there are, we should be able to access them. But most libraries are poverty stricken in this way. A library of reports on projects and reports that relate to specific LDC countries for use by international and domestic students could be acquired on a trip to Washington, D.C.

"Give us the opportunity to apply the principles and practices you talk about, or at least to observe them being applied."

We may be doing better in this regard than these students imply, with the observation and tour courses some universities have developed.

"Help us to adapt our learning to our home country situation."

Try to understand where international students are coming from. It is easy to teach about range land improvement in the U.S. context, but when I start trying to describe how one might apply my field of study to Sudan, it becomes quite another matter. Then we need to talk about it. Many teachers do not know where Sudan is.

"Give graduate students research that applies to their home-country and let them do the research in their home country."

I recognize the difficulties of conducting graduate student research in the LDC. We have done it, but not without difficulty. I think the solution, in part, is to incorporate home country research into the original donor project design. For a certain number of students, research could be done in the country and the objectives of the research could serve to help fullfill objectives of the project.

It is true that most mature students expect, or at least hope for far more from their education than the university and its teachers can provide. That is good. We should be grateful for high expectations. But it is also true that we as teachers are not doing as well as we might be doing, or should be doing, in our classes or in our advising of foreign students.

"Be Flexible!"

Among all the recommendations I might offer, the one I feel is likely the most important is to be flexible in teaching and advising foreign students. No curriculum is so perfect as to be inviolate. I have never seen a course that meant the difference between success and failure in a student's life after the university. Most courses have an acceptable substitute and most individual courses are expendable.

A while back, I was invited by a department to come to a reception for people from Niger where we have a project. I walked into the room, and lo and behold, there stood a fellow who had been a student of mine at Utah State University a few years earlier. His first year was miserable. I worked with him, and by the time he graduated, I had waived or substituted five or six courses that were required in the curriculum. At a critical time I allowed him to stay one more term under extenuating circumstances, and he ultimately graduated. I walked into the room and there he stood, high ranking, travelling with the Minister. That is flexibility, and it is risky. But someday that individual will be in a position to say: "Yes, I would kind of like to have the United States come into our country and work with our people." So program flexibility, meaning facing not only the difficulties the students have in adapting to our system, but also the realities of their curriculum and class needs is very important.

Changing Attitudes for Success

One last suggestion. To do some of the things talked about in this workshop will require some changes in our universities, particularly changes in attitude. If we accept international students, in our educational programs, we are obliged to do the best teaching and advising job we can. The way we can do that is by the use of faculty incentives similar to those that have been successful in raising the number of per capita faculty publications. International work is important. Adminstrators have to believe that the university has a global role. They must not only say it, they must believe it. I have mentioned incrementalism. I believe in that. Just gain a little and do not lose it. And remember that adjustments made to better educate international students also benefit the entire university community. It is not that we are trying to develop special programs. Serious university activity in international programs and education is important and is going to become more important. There isn't a student in any university who is not going to be involved internationally in some significant way in his or her lifetime. So we have to do better in preparing those students. I guess that is what it means to be relevant.

Program and Service Considerations in Enhancing Relevancy in Training

Paul E. Huntsberger: Task Definition

Work Group Reports
Curriculum and Research
Support Services and Orientation
Practical Experiences and Supplemental Training
Professional Integration and Reentry

Paul E. Huntsberger: Summary of Day's Activities

Task Definition

Paul E. Huntsberger

We want to learn how to enhance relevancy by sharing our experiences and ideas.

During this session we will begin discussing relevancy in the context of the programs and services provided by training institutions for participant trainees. For convenience sake, we have identified four broad areas in which relevancy can be enhanced. These are:

- Curriculum and Research
- Support Services and Orientation
- Practical Experiences and Supplemental Training
- Professional Integration and Reentry.

In this audience is a mix of faculty, administrators, and other international educators, many of whom have had experience on their campuses in organizing and developing activities that enhance relevancy. There are also some who have an interest in developing activities on their campus, but have had no experience. What we want to accomplish this afternoon is to learn how to enhance relevancy in various areas by sharing our experiences and ideas.

We want you to divide into four groups based upon your interest in one of the four areas. While in your group discuss:

- What are the major issues and concerns that impact on implementing relevant programs and services?
- What potential programs and services could be developed in the selected area?
- To ensure success, what key elements would need to be incorporated in the identified programs and services?

Upon completing your discussions, write out a summary of your discussions and be prepared to present these to the entire group.

Curriculum and Research

Sammy Comer, Recorder

Gilbert Long
Robert Briggs
Milton Snodgrass
Flint Freeman
Suchet Louis
Lucy Thompson
Jo Ellen Force
Don Dwyer

Major Issues and Concerns

International Courses: Universities are expected to offer international oriented courses to enrich the curriculum for participant trainees. However, they may be constrained in offering these courses unless there are sufficient numbers of students interested in enrolling in them to meet minimum enrollment requirements for conducting courses. Moreover, these courses must have a broad focus instead of a focus specific to one country, since the participants come from varied backgrounds and represent multiple countries. In addition, participant scholarships have time limitations that make it difficult to incorporate additional courses into their degree programs.

Perceptions of the U.S. Educational System: Participants selected for training have limited knowledge of the U.S. educational system. Those enrolling as undergraduates in agricultural fields expect to focus exclusively on their specialty interest, whereas U.S. undergraduate programs incorporate extensive general education courses and stress more general agricultural offerings. At the graduate level, participants need exposure to management and other non-technical science training, but are expected to pursue more technically sophisticated and specialized training in their field.

Faculty Rewards: In order to incorporate and sustain international curriculum and research in university programs, faculty must be rewarded for the time and effort given to international involvement on campus. However, faculty involvement with international student advising, teaching international courses, and directing home country research is often unrecognized or downplayed for promotion and tenure, especially at the departmental level.

Potential Programs

Special Courses: Universities can offer trial special problems courses on international topics to accommodate small groups of students at reasonable cost. Or they can incorporate an international supplement within a regular course that can meet at a different time from the regularly scheduled time. Instead of organizing three-hour courses, departments should consider organizing several one-hour courses on a broader variety of international topics. Overseas Resources: Universities can take advantage of overseas resources to improve both curriculum and research. They can arrange faculty exchanges with universities in other countries to bring overseas faculty with international experience to the campus to teach courses with an international focus, and to send faculty overseas to gain international experience that can be utilized in curriculum development upon returning home. Universities can also better utilize the International Agricultural Research Centers located around the world, in order to provide inter-

national graduate students with opportunities to conduct relevant research under conditions similar to those found at home.

Specialized Degrees: Universities should consider developing an international agricultural degree, which might be attractive to both international and domestic students. They should also consider developing special options within regular degree programs, such as international crop science or international range management.

Key Elements for Success

Impact Studies: Universities cannot assume that the undergraduate and graduate education provided to international students has been useful. They should conduct periodic follow-up impact studies with their international alumni to determine how effective the program was in preparing them to work at home. The purpose of reviewing current curriculum offerings would be to determine how they can better enhance relevancy of the education provided participant trainees.

University Policy: University faculty tenure and promotion policies must recognize the value of campus level or overseas international work and it must be fully implemented at all levels of the university recognition and advancement structure. This would provide incentive to faculty, expecially those in the junior ranks, to pursue international involvement without apprehension about promotion and tenure.

Personal Commitment: Faculty need to examine their own international interest to determine how much they are committed personally. Those truly committed internationally should be provided full opportunity to work with participant education programs, and they should be supported institutionally.

Support Services and Orientation

Martha Denney, Recorder

Kathleen Diehl
Constantine Fenderson
Marvin Cepica
Afton Tew
Jeanne Wray
Dee Lanning
Jesse Dunbar
Buck Deines
Gary Cretser

Major Issues and Concerns

Time: Non-academic support programs, such as re-entry orientation, are important components of the training program provided participants. However, participants give priority to academic demands, and feel that they do not have time to participate in these programs, especially when they are optional. Moreover, these programs are labor intensive, and international programs staff and faculty have difficulty finding the time to organize them.

Administrative Support for International Offices: Nearly every university has organized an international office, although the administrative patterns vary considerably from campus to campus. Universities need to recognize the importance of these offices in supporting the international participant training effort by providing adequate staffing and financing to do more than just provide minimum services. Alternative sources of funding should be explored, especially when special service demands are placed on international offices by contractors or projects. International programs offices need to do a better job of developing good relations and adequate communication within the university, especially with colleges, departments, individual faculty, and project personnel. Sometimes academic personnel do not know that there is an international office that assists participant trainees.

Language: Universities need to clearly define admissions standards related to language competency, and to make supplemental ESL programs available to bring participants up to standard levels required of other students.

Health and Family Issues: International participants bringing families to the United States need to recognize the real costs of supporting a family in the United States. Universities need to recognize the special needs of families and organize programs to meet those needs. Sponsors need to recognize that family and health issues can affect the academic performance and progress of participants.

Late Arrivals: Orientation is designed to help participants make a smooth transition into living in a new community and learning in a new system. Late arrivals often do not obtain orientation and often get off to a poor academic start.

Key Contacts: Because participant training is a complex process involving multiple interested parties, and because universities nationwide have great diversity in structure, it is important that a key person be designated on each campus as the primary contact for participant training. Communication and coordination with contractors improves when a key contact is designated.

Individual Attention: Because participants are often responsible to larger training projects, universities need to understand those obligations. They also need to recognize individual differences and needs. This requires a student-oriented approach.

Potential Programs

Orientation: Orientation is a continuous process that begins ideally in the home country. Pre-arrival orientation should deal with such topics as expectations of the sponsor, the

U.S. educational system, finances, health, proper clothing for arrival, and U.S. culture. Arrival orientation at the training site should deal with such topics as English conversation and enrichment, community hospitality, the academic system, cultural and social behavioral expectations and activities. Special orientation sessions should be provided to AID sponsored students and others that are governed by complex sets of rules and regulations and have other external obligations and responsibilities. Orientation should be required as a condition of registration.

Special Credit Classes: Special seminars and workshops for credit can be developed on such topics as relevancy and professional integration.

Special Conversation Classes: Two weeks prior to the beginning of initial enrollment, participants would benefit from participating in English conversation classes. These can be organized to provide talking and listening practice prior to English placement testing and enrollment in formal ESL courses.

Key Elements for Success

Timely and Required Orientation: Orientation sets the tone for the educational and social experience of the new student, and it needs to be well organized, comprehensive, and timely. This means that arrival orientation must take place within the first month, the week prior to registration through the third week after registration. Orientation should be structured so that all students are required to attend critical components. Other orientation activities can be optional, but these need to be well-structured and advertised to attract students.

Personal Attention: Students must be made to feel welcome and wanted by the community. Arrangements to greet students upon arrival need to be made in advance, and somebody should be available at any time to greet students upon arrival. Using American students or community volunteers and/or foreign student volunteer hosts can be most beneficial.

Practical Experience and Supplemental Training

Richard Affleck, Recorder

Amir Ajami
Suzanne Winn
Tom Geary
Mary Reynolds
Pete Guernsey
Cynthia Williams
David Froman
James Collom

Major Issues and Concerns

Supplemental Training: Research related to the needs of international students indicates that those in agriculture need supplemental non-academic training. The trend in AID, however, is to cut supplemental training programs because of the additional cost associated with them. Moreover, the timing of this training is important to avoid delaying completion of degree requirements, and quality training programs and trainers must be located. When identification of supplemental training is not identified early and provided for in the PIO/P, the time and cost of organizing specialized training is high. Apprenticeships and internships are highly desirable in all fields of study, but their availability is limited.

Credit for Supplemental Training: In order to graduate on time, students need to receive credit for supplemental training. This is most easily accomplished when the supplemental training is included in the original degree program based on adviser input at the time of admission, but not all advisers know how to facilitate this.

Responsibility for Arranging Supplemental Training: It is not always clear who has the responsibility for identifying and arranging supplemental training, the training site personnel, or the contractor personnel. Training site personnel are reluctant to arrange training because it is time consuming and the administrative costs of arrangement are not always covered.

Supplemental Training Not Related to Degree Programs: When a request for supplemental training is not directly related to the degree program, such as managment and leadership skill development, questions are raised concerning how to accomplish this within the time limits of the scholarship and whether it can be handled adequately at the degree training site.

Potential Programs

Special Courses: Campuses with appropriate expertise and sufficient numbers of participant trainees should consider developing short-courses on management, leadership, and communications, especially when regular classes are out of session. Another alternative is developing non-credit summer courses for new students to enroll in prior to starting their regular program. Short modules on administration, management, marketing and other specialized topics could be developed for international students.

Networking: Many opportunities for supplemental training are available nationally and locally, but contractors and campus training officers may not be aware of them. Development of a database of available supplementary courses, internships, and other supplemental training opportunities and set-up of a computerized network among interested parties would be useful. International seminars and orientations for faculty to make them aware of the need for supplemental training, and to identify local, state, and regional resources would be helpful.

Key Elements for Success

Communication: Because so many parties are involved in the participant training process, open and continuous communication is necessary. Participants need to be consulted periodically to learn their needs. Feedback needs to be solicited from students, sponsors, and academic advisers to evaluate past training and plan future training.

Objectives: In order to implement supplemental training, clear cut objectives need to be provided to the student, the program specialist, and the adviser. These need to be checked with the adviser and the graduate committee to determine what is relevant and beneficial and what can be accommodated. When the supplemental training should take place needs to be determined. For example, practical training should be made available after degree completion. Where supplemental training should take place also needs to be determined. In some instances, it may be desirable to arrange for a home country trip to discuss future career plans in relationship to training received. This can be done as a credit project using the money that would normally be paid for summer tuition.

Networking: Nobody knows all of the available opportunities for supplemental training. Notebooks of course brochures from other universities or other training institutions can be developed for current participants enrolled on our campuses. Databases can be developed for those international offices with computer networking capability.

Skill Development: One need returning students have is to write proposals to fund future projects or activities. One type of supplemental training that should be stressed is development of proposal writing skills that will be useful upon returning home.

Professional Integration and Re-entry

Jacque Behrens, Recorder

William Spencer
Duane Everrett
Martin Waananen
Peg Hively
Harold Bergsma
Lenita Newby

Major Issues and Concerns

Trainee Perspective: While undertaking training in the United States, many participants will not recognize the need for professional integration and re-entry counseling. Returning home for most will be a new experience, and they cannot anticipate the problems facing them upon returning home. Since they have been preoccupied with pursuing their degree, they will not have thought of questions such as: Is the job there upon returning home? Will they have the same supervisor? Can they use what is learned? Can they advance in their career upon returning? Will they face isolation upon returning? Since participants may not perceive any future problems, they may not be receptive to re-entry programs unless these are made an integral part of their program.

Group Compatibility: Generic re-entry programs are often attempted with mixed groups of participant trainees. These tend to be less then satisfactory because they are hard to organize to fit all the needs of the group. Some believe that it is best to develop re-entry programs for a specific country and a specific job situation in mind. This, however, can only be done when a larger homogeneous group is available. Re-entry programs are difficult to organize for only a few participants.

Organization: Who is responsible for re-entry orientation? Who will pay for these programs? When is the best time to conduct them? As a part of on-going orientation? At the end of the program on campus? After returning to the home country? Who has the ability to conduct these programs? To what extent should country personnel be involved in these programs? All of these questions need to be analysed to arrange effective re-entry programs.

Potential Programs

CID Contribution: CID could provide a packet of information on professional integration and re-entry for use by those consortium members that want to organize campus programs. CID could also offer workshops for CID project-related trainees.

University Contribution: Universities could organize one-credit courses on re-entry. They could use returned graduate students, critical incidents, case studies, and other methods. They could have home country newspapers sent to their campuses to help students keep in touch with what is happening back home. A newsletter could be distributed to keep participants informed about home and project developments. Alumni clubs could be organized to assist students upon returning home.

Key Elements for Success

Home Country Input: Re-entry activities and expectations should be planned for and written into the PIO/P. Visits from home country officials should be part of any program in order to keep trainees informed about developments affecting them.

Summary of Day's Activities

Paul E. Huntsberger

In essence, what we are looking at today is a mosaic. Relevancy in training is a mosaic, with many little pieces that have to somehow fit into a complete picture. As professionals in the field of international education and training, whether as international programs administrators, foreign student advisors, faculty advisors, or contractors, all of us need to be adding pieces to that larger picture. The more pieces we can put into that mosaic, the clearer the image is going to become, and the more we will understand and appreciate it.

Our task tomorrow will be to take this background information on relevancy in training and try to translate it into workable activities and actions on our own campuses. This is where the action is going to have to take place, not from CID, not from NAFSA, and not from other outside agencies. If we are going to make it work, it will be because of the interest, will power, and persistence of concerned people on their individual campuses.

In essence, what we are looking at today is a mosaic. As professionals in the field of international education and training, whether as international programs administrators, foreign student advisers, faculty advisors, or contractors, all of us need to be adding pieces to that larger picture.

Developing Plans to Further Enhance Relevancy on Individual Campuses

Paul E. Huntsberger: Task Definition

Institutional Reports: What Do We Do Next?

Group Discussion: Developing a Training Network

Task Definition

Paul E. Huntsberger

We want to return to our campuses to do something, however big or small.

We want to discuss, move ahead, formulate plans, and exchange ideas so that we may return to our campuses to do something, however big or small. The major goal is to go home and take appropriate initiatives on individual campuses. You will be assigned into discussion groups as follows:

Group I:	New Mexico State University Texas Tech University Tennessee State University
Group II:	University of Arizona Utah State University California State Polytechnic University, Pomona
Group III:	Colorado State University University of Idaho Washington State University
Group IV:	Oregon State University University of Wyoming Tuskegee University

The assignments are to discuss and share the following topics within your group:

- In what areas should your university take initiatives to improve relevancy in participant training? How would you prioritize these?
- What constraints on your campus may affect any initiatives contemplated? How can these be overcome?
- Where will leadership be found on your campus to take new initiatives?
- What will be done on your campus to begin to initiate one improvement of relevancy in training? By what target date?

A representative from each institution will report on what you plan to do next.

What Do We Do Next?

Institutional Reports

University of Arizona: The Director of International Programs will cooperate with the Office of Instruction to plan ways relevancy can be incorporated into courses, teaching methodology, and seminar management. An attempt will be made to institutionalize departmental meetings for faculty and international students.

California State Polytechnic University, Pomona: International Programs will try to improve communication on campus by conducting programs with faculty on how participant training works. A person will be assigned to link faculty with International Programs.

Colorado State University: International Programs will start a project newsletter; develop a professional integration program for the Yemen Project; and implement a Foreign Student Tracking Program at the college and departmental level in agriculture, engineering, and forestry.

University of Idaho: International Programs will start a brown bag program to deal with special needs of international students during international week, organize a cooperative workshop with Washington State University, and develop an administrative check-list to help faculty work with participant trainees.

New Mexico State University: The Center for International Programs will identify faculty new to advising participant trainees in order to provide them with guidelines on how to work with them effectively, conduct research with participant trainees to better understand their needs for relevant training, assist the Department of Agricultural Economics to develop a program on management and leadership, and develop an international alumni program.

Oregon State University: International Programs staff will explore the development of support training opportunities, encourage student and adviser meetings each term; develop a re-entry program, encourage mechanisms to allow for home country research, and improve communication with project directors.

Tennessee State University: A report on the workshop will be made to the Director of International Programs and an in-house workshop on relevancy will be developed for faculty and staff.

Texas Tech University: An examination of the mission and goals of the university with regard to international programs will be undertaken with key administrators and a mini-workshop will be organized to encourage campus-wide communication among those interested in international programs.

Tuskegee University: A report will be made to the vice provost and a mini-workshop will be organized with key people to increase awareness of concerns in participant training and to establish dialog between International Programs and faculty; a NAFSA re-entry workshop will be organized; and

ways to revitalize the curriculum will be explored, utilizing part-time student input.

Utah State University: International Programs will meet with advisors to increase awareness of relevancy issues, a newsletter will be started, and curriculum innovations will be explored.

Washington State University: Ideas from the workshop will be taken back to OIPD, cooperation with the University of Idaho in this area will be explored, relevant research projects for graduate students will be considered, internships will be identified, and re-entry programs will be considered.

University of Wyoming: Improved communication will be attempted between the International Agricultural Programs and the International Programs Office; and other activities to improve communication will be explored, such as quarterly meetings, orientation and re-entry programs, advisor committee and support, participant trainee meetings, and university and state meetings.

Consortium for International Development:
A project participant focus will include a meeting on training and relevancy in April at the project directors meeting, a report on the workshop will be made to the Board of Trustees and all university contacts, a project management book revision will be made, and a database tracking system to share information with member institutions will be considered.

Office of International Cooperative Development:
Attempts will be made to improve the university contact system, to improve linkages about short-course availability, and to improve linkages with AID missions to improve their understanding of the U.S. university system.

Developing a Training Network

Group Discussions

An open discussion was conducted to explore the need for improving networking among consortium members to improve consortium-wide relevancy in training.

There was a consensus expressed among the group that networking was important to the members of the consortium, expecially to:

- Improve placement coordination for project contractors.
- Determine reasonable lengths of time required to complete degree programs across all fields of study in agriculture.
- Provide an avenue to express opinions concerning training trends and issues to BIFAD, AID, FAO and other groups dealing with training.
- Provide peer support for people in the consortium new to the field of participant training.
- Explore opportunities for cooperative ventures in such areas as re-entry workshops.

There was also consensus expressed that no formal organization was necessary within the CID structure, but that all involved in training should make the effort to improve communication within the consortium. It was agreed that the CID central office could serve the role of keeping training contact persons on each campus informed of new issues and developments in training.

What We Have Accomplished

James Collom: Consortium for International Development Perspective

Cynthia Williams: International Science and Education Council Perspective

Consortium for International Development Prespective

James Collom

We have substantially enhanced contact among faculty and adminstrators who constitute a valuable network of people committed to improving the process of participant training within the Consortium.

This has been a most productive workshop. Everyone here has contributed in an important way to the workshop and has gained something significant from it. Each will no doubt have a different view at this point of the most significant things that have been accomplished. From the perspective of CID, and based on my observations, our accomplishments can be summarized as follows:

- We have identified a number of different actors involved in the participant training process. More importantly, we have recognized that the meaning of relevancy may be different for each of these actors because of their different backgrounds. Further, we have recognized clearly that reaching agreement on what constitutes relevancy in a particular participant training program requires effort on the part of all those involved to communicate effectively with each other.
- We have identified a number of the issues each university faces within its structure and system in trying to achieve relevancy in participant training programs. While some of the issues appearing to constrain our ability to achieve relevancy in training programs are inherent to the system, we have also identified certain constraints that can be changed individually or collectively to facilitate future efforts in achieving training program relevancy.
- The workshop, through each of your efforts, has brought out many useful and exciting ideas that have been successful in specific cases in enhancing training program relevancy. Sharing these ideas in this workshop gives us a new set of perspectives and ideas we can carry back to our institutions and share with our colleagues.
- The workshop has helped us to identify ways to support each other's activities and facilitate and enhance coordination and communication to improve training.
- Each institution represented here has now developed at least an initial plan for specific action to be carried out upon returning to our campuses to broaden faculty understanding of relevancy and demonstrate how it can be enhanced in participant trainee's programs. We have jointly agreed to commit to continue working to enhance relevancy in our participant training programs.
- We have, by meeting here and participating in this workshop, substantially enhanced contact among faculty and administrators who constitute a valuable network of people committed to improving the process of participant training within the Consortium.

The workshop has been most productive and useful from my perspective. I want to express the appreciation of CID to all of you for coming to the workshop and participating in such an active fashion. It has been a real pleasure for me to share this time with you and I look forward to continuing to work with you as we utilize the many things we have learned here.

International Science and Education Council Perspective

Cynthia Williams

I believe that this workshop will serve as a catalyst to other universities to undertake similar efforts to improve relevancy on their own campuses.

On behalf of the International Science and Education Council, I would like to express appreciation for the Consortium for International Development's commitment and support which has made this workshop possible, as well as to thank New Mexico State University and Tennessee State University for their superb hospitality. I would also like to say how pleased we are that Tennessee State University and Tuskegee University were invited to participate through their Joint Memoranda of Understanding.

The exciting and creative individual campus plans we have just had presented by the twelve universities represented here today demonstrate how much we have gained by sharing our knowledge, thoughts, and ideas over the last two days, as well as how far we have to go in making training more relevant at our diverse institutions. CID's commitment to involve its project managers in this process and to develop new communication networks for improving the management of participant training at CID institutions will be of great assistance in achieving the goals for improving training relevancy set at this workshop.

ISEC is interested in assisting with improving relevancy in participant training at all universities. The plans you are preparing to implement on your campuses are of interest to anyone concerned about the relevancy of training on their campus. I would be pleased to hear from you about the follow-up activities on your campus. The ISEC Update is a quarterly newsletter published to facilitate communication between the university community and USDA/OICD in all areas related to international agricultural development and cooperation. The programs you are planning to carry out could be shared with many universities through this publication. I hope you will send me information regarding the activities on your campus so that I can include it in the ISEC Update.

Finally, I believe that this workshop will serve as a catalyst to other universities concerned about the relevancy of participant training to undertake similar efforts to improve relevancy on their own campuses.

Appendices

Invited Participants

Workshop Schedule

Final Evaluation Questionnaire and Response

Institutional Self-Assessment Survey

Bibliography and Materials

John Balis Letter

Glossary of Acronyms

Invited Participants

University Participants

Dr. Amir Ajami
LAPIS Training Coordinator
International Programs Office, Room 203
University of Arizona
Tucson, AZ 85721
602-621-1028

Dr. Robert Briggs
Professor
Department of Plant Science, Room 201
University of Arizona
Tucson, AZ 85721
602-621-7615

Dr. Gary Cretser
Coordinator for International Programs
3801 W. Temple
California State Polytechnic University
Pomona, CA 91768
714-869-3335

Dr. Flint Freeman
Chairman, Agricultural Science Department
3801 W. Temple Avenue
California State Polytechnic University
Pomona, Calif. 91768
714-869-2206

Ms. Martha Denney
Coordinator of International Training
Office of International Programs
314 Aylesworth
Colorado State University
Ft. Collins, CO 80523
303-491-7892

Mr. William Spencer
Yemen Project Coordinator
International School for Agricultural and Resource Development
B301 Clark Bldg.
Colorado State University
Ft. Collins, CO 80523
303-491-6627

Dr. Jo Ellen Force
Professor, Department of Forest Resources
Morrill Hall, Room 216
University of Idaho
Moscow, ID 83843
208-885-7311

Ms. Gleanne Wray
Administrative Secretary
International Trade and Development
Morrill Hall, Room 216
University of Idaho
Moscow, ID 83843
208-885-8984

Dr. Paul E. Huntsberger
Assistant Director
Center for International Programs
Box 30001, Dept. 3567
New Mexico State University
Las Cruces, NM 88003
505-646-4735

Mr. Ali Abdizirak
U.S. AID Student/Somalia
Department of Animal Science
New Mexico State University
Las Cruces, NM 88003

Mr. Ricks Chabo
U.S. AID Student/Botswana
Department of Animal Science
New Mexico State University
Las Cruces, NM 88003

Mr. Jean Dakono
U.S. AID Student/Mali
Department of Range Science
New Mexico State University
Las Cruces, NM 88003

Ms. Mary Reynolds
Assistant to the Director
Center for International Programs
Box 30001, Dept. 3567
New Mexico State University
Las Cruces, NM 88003
505-646-3190

Dr. Harold Bergsma
Professor, Department of Curriculum and Instruction
Campus Coordinator Yemen and Belize Projects
Box 30001, Dept. 3567
New Mexico State University
Las Cruces, NM 88003
505-646-3521

Dr. Milton Snodgrass
Professor, Department of Agricultural Economics
Box 30003, Department 3169
New Mexico State University
Las Cruces, NM 88003
505-646-2843

Dr. Harold R. Matteson
Assistant Vice President for International Programs
Box 30001, Dept. 3567
New Mexico State University
Las Cruces, NM 88003
505-646-3199

Mr. Buck Deines
Participant Training Coordinator
Office of International Reseach and Development
400 Snell Hall
Oregon State University
Corvallis, OR 97331
503-754-2228

Dr. David Froman
Professor
Department of Poultry Science
Dryden Hall, Second Floor, Room 201
Oregon State University
Corvallis, OR 97331
503-754-2301

Mr. Sammy Comer
Assistant Professor
Department of Agriculture and Resource Economics
3500 John A. Merritt Blvd.
Tennessee State University
Nashville, TN 37203
615-320-3473

Dr. Constantine Fenderson
Professor and Coordinator
Department of Animal Science
3500 John A. Merritt Blvd.
Tennessee State University
Nashville, TN 37203
615-320-3337

Dr. Marvin Cepica
Associate Dean
College of Agricultural Sciences
Box 4169
Texas Tech University
Lubbock, TX 79409-2123
806-742-2808

Ms. Jacque Behrens
Director
Office of International Programs
Box 4248
Texas Tech University
Lubbock, TX 79409-5004
806-742-3667

Dr. Suchet Louis
Professor of Animal Nutrition and
Director of International Programs
Kresge Center
Tuskegee University
Tuskegee, AL 36008
205-727-8084

Ms. Lucy Thompson
Assistant to the Director
International Programs
Military Science Bldg., Room 216
Utah State University
Logan, UT 84322-9500
801-750-1843

Dr. Gilbert A. Long
Professor, Department of Agricultural Education
Agricultural Education Department
Utah State University
Logan, UT 84322-4805
801-750-2240

Ms. Afton Tew
Director of International Student Services
Utah State University
Logan, UT 84322-0140
801-750-1124

Ms. Susan Winn
Administrative Secretary
International Programs
Military Science Bldg., Room 216
Utah State University
Logan, UT 84322-9500
801-750-1840

Dr. Martin Waananen
Assistant Professor of Agriculture
International Programs Development Office
French Adm., Room 328
Washington State University
Pullman, WS 99164-1034
509-335-2541

Ms. Dee Lanning
International Student Advisor
Office of International Programs
P.O. Box 3707
University of Wyoming
Laramie, WY 82071
307-766-5194

Mr. Peter Guernsey
Program Coordinator
International Agriculture Programs
P.O. Box 3354
University of Wyoming
Laramie, WY 82071
307-766-3576

Government and Institutional Participants

Dr. Don Dwyer
Executive Director, Emeritus
1225 West Boutz Road
Consortium for International Development
Las Cruces, NM 88005
505-525-3610

Dr. James Collom
Deputy Executive Director
5151 East Broadway, Suite 1500
Consortium for International Development
Tucson, AZ 85711-3766
602-745-0455

Mr. Tom Geary
Training and Education Coordinator
Forestry Support Program for AID
Room 1208
1621 North Kent Street
USDA Forest Service/IF
Arlington, VA 22209
703-235-2432

Mr. Richard Affleck
Acting Director
International Training Division
Room 235, McGregor Building
USDA/OICD
Washington, D.C. 20250-4300
202-653-8320

Ms. Jane Tolbert
Program Specialist
Agricultural Production Branch
Room 256, McGregor Building
USDA/OICD/ITD
Washington, D.C. 20250-4300
202-653-7787

Ms. Peg Hively
Staff Liaison, ISEC Training Committee
Room 332, McGregor Building
USDA/OICD/IRAD
Washington, D.C. 20250-4300
202-653-7978

Ms. Cynthia Williams
ISEC Coordinator
ROOM 332, McGregor Building
USDA/OICD/ISEC
Washington, D.C. 20250-4300
202-653-7979

Ms. Lenita Newby
Program Specialist
Economics and Management Branch
Room 251, McGregor Building
USDA/OICD/ITD
Washington, D.C. 20250-4300
202-653-8307

Ms. Sue Tweed
Program Specialist
Agricultural Production Branch
Room 254, McGregor Building
USDA/OICD/ITD
Washington, D.C. 20250-4300
202-653-7822

Mr. Jesse Dunbar
Training Technician
Agricultural Production Branch
Room 258, McGregor Building
USDA/OICD/ITD
Washington, D.C. 20250-4300
202-653-7755

Ms. Kathleen Diehl
Training Technician
Economics and Management Branch
Room 253, McGregor Building
USDA/OICD/ITD
Washington, D.C. 20250-4300
202-653-8294

Dr. Duane Everrett
Room 5314A, New State Building
AID/BIFAD/S
Washington, D.C. 20523
202-647-8409

Workshop Schedule

Sunday, February 28

- 3:00-6:30 p.m. ■ **Registration:** Lobby of the Mesilla Valley Inn
- 6:30-9:00 p.m. ■ **Reception:** Aspen East Room
- 7:15 p.m. ■ **Recognition of Guests:** Dr. Harold R. Matteson, Assistant Vice President for International Programs, New Mexico State University
- 8:00 p.m. ■ **Getting Acquainted Activity for Workshop Participants:** Dr. Paul E. Huntsberger, Assistant Director, Center for International Programs, New Mexico State University
- 8:30 p.m. ■ **USDA Videos On Student Adjustment to Campus Life**

Monday, February 29

- 8:15-8:45 a.m. ■ **Opening of Workshop:** Aspen West Room
- ■ **Program Review, Format, Announcements:** Dr. Paul E. Huntsberger, Assistant Director, Center for International Programs, New Mexico State University
- 8:45-9:15 a.m. ■ **The Importance of Participant Training:** Looking Toward the Future
- ■ **The Consortium for International Development Perspective:** Dr. James Collom, Deputy Executive Director, CID
- ■ **The Historically Black College & University Perspective:** Dr. Sammy Comer, Assistant Professor, Agriculture and Resource Economics, Tennessee State University
- 9:15-12 noon ■ **Understanding Relevancy from the Perspective of Key Actors in the Training Process**
- 9:15-9:45 a.m. ■ **Who are the Key Actors in Training:** Dr. Paul E. Huntsberger
- 9:45-10:15 a.m. ■ **The Non-University Perspective of Relevancy:** Richard Affleck, Acting Director, International Training Division, USDA/OICD
- 10:30-11:00 a.m. ■ **The Faculty Perspective of Relevancy:** Dr. Jo Ellen Force, Professor of Forest Resources, University of Idaho
- 11:00-11:30 a.m. ■ **The Participant Perspective:** Jean Dakono, M.S. Candidate in Range Management from Mali; Abdizirak Ali, M.S. Candidate in Animal Science from Somalia; Ricks Chabo, M.S. Candidate in Animal Science from Botswana
- 11:30-12 noon ■ **What are the Implications of Differing Perspectives about Relevancy for Training Institutions:** Workshop Participants' Insights (Peg Hively, Recorder)
- 1:30-2:00 p.m. ■ **Institutional and Attitudinal Considerations Influencing the Enhancement of Relevancy in Training Institutions:** Dr. Don Dwyer, Executive Director Emeritus, CID
- 2:00-5:00 p.m. ■ **Program and Service Considerations in Enhancing Relevancy in Training Institutions:** Dr. Paul E. Huntsberger
- 2:00-2:15 p.m. ■ **Task Definition and Assignments to Interest Groups:**
  - **Support Services and Orientation** (Margaret Denny, Recorder)
  - **Curriculum and Research** (Sammy Comer, Recorder)
  - **Practical Experiences and Supplemental Training** (Jane Tolbert, Recorder)
  - **Professional Integration and Re-entry** (Jacque Behrens-Recorder)
- 2:15-3:15 p.m. ■ **Examining How to Enhance Relevancy in Participant Training in Specific Areas:** Group Discussion
- 3:30-4:30 p.m. ■ **Interest Group Reports**
- 4:30-5:00 p.m. ■ **Summary of Day's Activities and Announcements:** Dr. Paul E. Huntsberger
- 7:00-9:00 p.m. ■ **Dinner:** Hosted by The Center for International Programs, NMSU

Tuesday, March 1

8:15-8:30 a.m. ■ **Opening of Second Day's Session:** Dr. Paul E. Huntsberger

8:30-11:00 a.m. ■ **Developing Plans to Further Enhance Relevancy on Individual Campuses:** Dr. Paul E. Huntsberger

8:30-9:00 a.m. ■ **Task Definition and Assignments to Groups**

9:00-10:00 a.m. ■ **Identifying Potential Areas in Which to Further Enhance Relevancy:** Group Discussion

10:15-11:00 a.m. ■ **Reports by Universities on the Next Step to be Taken to Further Enhance Relevancy on Home Campuses**

11:00-11:30 a.m ■ **Developing a Training Network:** James Collom

11:30-12:00 p.m. ■ **What We Have Accomplished**

- **CID Summary:** James Collom, CID
- **ISEC Summary:** Cynthia Williams, ISEC Coordinator

Evaluation Questionnaire

Final Evaluation Questionnaire and Response

Listed below are the program objectives of the workshop. Please circle the number after each objective which best describes your opinion of how well each objective was met.

Scale: **1=not at all met, 2=hardly met, 3=somewhat met, 4=mostly met, 5=totally met**

Below is the **average response** *and the* (number of respondents) *for each of the seven evaluation questions.*

Objectives

- To examine the meaning of relevancy in participant training from different key actor perspectives.

  1 2 3 4 5 — **4.67** (21)

- To understand the importance for institutions to enhance relevancy in participant training.

  1 2 3 4 5 — **4.57** (21)

- To identify successful programs and services that enhance relevancy.

  1 2 3 4 5 — **4.05** (21)

- To share experiences and ideas related to enhancing relevancy in participant training.

  1 2 3 4 5 — **4.71** (21)

- To help institutions to identify programs and services they might like to implement to enhance relevancy.

  1 2 3 4 5 — **3.90** (21)

- To provide materials and suggestions for conducting a follow-up relevancy activity on each campus.

  1 2 3 4 5 — **3.90** (21)

- To explore the development of a training network to foster interinstitutional cooperation in training.

  1 2 3 4 5 — **3.68** (19)

Institutional Self-Assessment Survey

Please take the time to fill out this brief survey which will be used during the workshop. The survey is designed to start you thinking about what relevancy in participant training means, and about the ways, if any, your institution has attempted to enhance relevancy in training for degree and non-degree international students.

Name:

University:

1. What is your position?

2. From your perspective, what does relevancy in participant training mean to you?

3. What has your institution done to enhance relevancy in training in the following areas:

   Admissions/Placement, Orientation, Advising, Faculty Preparation, Degree Program Design, Language Training, Course Content, Innovative courses, Information and Publications, Practical Experiences, Research Options, Re-entry Programs, Evaluations, Short Courses, Services, Other.

4. In what areas do you think your university will be able to take additional steps to enhance relevancy in training?

5. What constraints, if any, would have to be recognized to take these steps to enhance relevancy in training at your university?

6. What person or organization would be able to take on the leadership role on your campus for implementing programs and services to enhance relevancy in training?

7. List any practical short-courses offered by your university in which AID participants from other campuses could enroll.

Please bring two copies of your completed survey to the workshop. Also, bring any short-course brochures and any other publications you would like to share with the group. Thank you.

Bibliography and Materials

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Workshop Development References

The following publications were used in the development of the workshop:

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Handbook for Academic Advisers of Foreign Students, International Student Committee, University of Kentucky, 1982.

L.W. Zuidema, **Key Elements in U.S. Training Programs for International Agriculturalists,** Cornell International Agriculture Mimeograph, August, 1976.

Motoko Y. Lee, Linda A. Burks, Mokhtar Abd-Ella, **Needs of Foreign Students From Developing Nations at U.S. Colleges and Universities,** AID/NAFSA 400-21-57, March 1980.

Paul E. Huntsberger, **The Relevance of Education at NMSU For Students of Developing Countries,** NMSU, 1983, unpublished.

The Relevance of U.S. Education to Students from Developing Countries, A Report on the Fourth AID/NAFSA Workshop, NAFSA, 1980.

Marvin Baron, **The Relevance of U.S. Graduate Programs to Foreign Students From Developing Countries,** NAFSA, April, 1979.

Report of the ISEC National Training Conference, USDA/OICD/ITA, March, 1987.

Hugh M. Jenkins, **The Role of the Foreign Student in the Process of Development,** NAFSA, 1983.

John Balis Correspondence

A copy of Mr. Balis' letter was distributed to help workshop participants understand participant training issues from the point of view of AID Mission Training Officers.

January 8, 1988

Dr. Lynn Pesson
Executive Director
BIFAD
Rm 5314 NS
Washington, D.C.

Dear Dr. Pesson:

A problem seems to occur in the participant training programs in U.S. universities more frequently than necessary and perhaps the BIFAD office can be of help in reducing the complications to a more manageable level.

Of course, there are many variations on the basic problems, and at this stage I am certainly not intending to focus undue criticism on individuals by mentioning specific cases, but some reference to typical cases may be the most helpful way to understand the problem and develop a better approach.

Let me describe the generalized case. In several projects we are attempting to fill or upgrade key staff positions in the organization through the participant training component of AID project assistance. Many of these organizations are also receiving training assistance from other donors, or have received assistance from AID in previous projects, so that their staff development needs are becoming quite well defined. Thus, in the project design process it is a fairly straight forward process of identification of positions, individuals, training requirements and budgets. With the experience of more than twenty-five years of participants training, we have also developed an understanding of allowances for meeting language requirements, developed some estimates of unanticipated research complications, and generally developed a reasonable budget for the training programs that adequately cover costs in the majority of cases. As you may realize there is keen interest in maximizing the numbers of individuals that receive U.S. training and the preference of the host government and the recommendations of most project designers at this stage for our African projects is to maximize the master's level training and use Ph.D. level training in only those cases that actually require the additional research background. This gives us the maximum return from our restricted project budgets.

It appears, however, that quite a number of participants advisers at U.S. universities do not appreciate the considerations that have gone into the planning of the participant training program because they recommend changes that place AID and the host government in a very awkward position. In some cases, the request for additional training arrives at the project officer's desk quite late in the training cycle and is justified by such a statement as "two growing seasons in order to obtain adequate data to do research." This explanation was submitted for a participant whose training plan specifically stated that: "This training program is for a period of thirty months and will not be extended". The explanation was received in December for a program that was expected to be completed in January.

The request for amendment also asked for an additional $16,000. It seems that this kind of reason should have been known much earlier in the program, or it is not the real excuse. We have had several cases where one excuse of this caliber is followed by another equally vague reason. In one case a third extension was requested with a similar justification.

The AID project officer and the host government project director usually attempt to accommodate such requests by revision of the project budget, but it means that they must cut out some other training or reduce another budgeted item that might actually be a higher priority for the project. In several projects a strong case could be made that the participant program in question should be terminated in order to protect the resources needed for the higher priority items scheduled for the later years of the project. We have resorted to termination in only rare cases, but I can see it becoming a necessary decision as budgets become tighter in the next few years. It is essential that U.S. faculty advisers understand this problem and play a helpful role in their advice and counsel in early stages of graduate program planning.

A variation of the request for training extension is on behalf of the M.S. student who is doing well in terms of academic record and is recommended for continuation for Ph.D. studies. There can be a strong, logical case for such a recommendation, however, there are many situations where this is not the best use of project resources. I would expect these recommendations to be turned down with increasing frequency in the future. In many cases we simply cannot wait for the individual to be gone for two to three more years; the individual must pick up the assigned role in the institution being developed under the project and M.S. level skills will be adequate for some time in these early phases of institution building.

In five to ten years, when that individual is eligible for a sabbatical and has developed a mature program and staff, it will again be possible to continue professional development by further training and an advanced skill level such as the Ph.D. can be much more effectively utilized. The advanced training that is given at the later date can be much more up to date, and the individual will have that much more experience upon which to build advanced training. The argument that the uninterrupted continuation of training will save a round-trip air fare seems like an inadequate trade-off. Also, thirty to forty months is a long break in service with an organization and an extended study program of seventy-two months or more means the individual really comes back as a new employee. Some returned participants have an extremely difficult time settling down after such extended training leaves. In these cases, and they are unfortunately too common, the longer training program actually deprives the institution of resources rather than strengthening the personnel, it contributes to the brain drain rather than institution building.

In several cases during the last several years, one of my staff or I have placed a telephone call with faculty advisers in order to learn more background on the specific case before consulting the host government for their approval of the revision of the training program. Some advisers have not been particularly helpful in their response to our questions. I find that they seem to have little appreciation of the particulars of the training plan, or the AID project objectives, nor do they seem to have an interest in placing themselves within the development team. These professors probably should not be advisers of foreign students. Unfortunately there is little that field officers can do to prevent participants from being assigned to such faculty members except to be cautious about future participant assignments to the schools or departments where we have had unfortunate experiences. Perhaps there is something that BIFAD can do by working through the Directors of International Programs, to improve the graduate student advisers understanding of the problem of participant training as seen from the position of the AID officer and his counterpart in the goverment organization in today's difficult environment. This is a rapidly changing environment and U.S. university faculty members who have overseas experience that is five years old, or from another country, may be ill-prepared to most effectively support the students in their charge. I can appreciate that feedback to all of the U.S. faculty advisers is a large task, yet it would seem to be increasingly important if we are to make the best use of the expected tightening of the foreign aid budget.

The multiple partnership that must exist between the host government, the project officer, the faculty adviser and the participant will probably never be all that neat and some flexibility is needed by all parties. The budget crunch is an increasing constraint on the project officer. Budget and staffing conditions are also constraining the host government and the U.S. university. The participants may often not fully understand these constraints and their own short-term interests are often best served by promoting training extensions which actually put them at odds with both AID and their employer. The faculty adviser who does not understand these circumstances may find himself advocating actions which are not the most constructive from the point of view of efficient development planning and administration. Perhaps this note can be used to improve their understanding and thereby improve the effectiveness with which the participant training program develops the human resources of Cameroon and other countries.

Perhaps it goes without saying, but I would certainly be available to respond further on this matter to those seriously interested in improvement of this very important part of our development program.

Sincerely,

John S. Balis
Agriculture and Rural
Development Officer

Glossary of Acronyms

AID:	Agency for International Development
AUSUDIAP:	Association of U.S. Universities, Directors of International Agricultural Programs
BIFAD:	Board Of International Food and Agricultural Development
CID:	Consortium for International Development
ESL:	English as a Second Language
FAO:	United Nations Food and Agricultural Organization
HBCU:	Historically Black Colleges and Universities
ISEC:	International Science and Education Council
ITD:	International Training Division (OICD)
JMOU:	Joint Memorandum of Understanding
LDC:	Less Developed Countries
NAFSA:	National Association of Foreign Student Affairs
NASULGC:	National Association of State Universities and Land Grant Colleges
OEPD:	Office of Educational Program Development
OICD:	Office of International Cooperative Development
OIT:	Office of International Training
PIO/P:	Project Implementation Plan/Participant
TOEFL:	Test of English as a Foreign Language